

DEFINITIONS OF DIFFERENTIATED INSTRUCTION



“Differentiated Instruction is a concept that makes it possible to maximize learning for ALL students. It is a collection of instructionally intelligent strategies based on student-centered best practices that make it possible for teachers to create different pathways that respond to the needs of diverse learners.”

Staff Development for Educators



“Differentiation is a teacher’s reacting responsively to a learner’s needs. A teacher who is differentiating understands a student’s needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage – and the teacher responds actively and positively to that need.”

Carol Ann Tomlinson & Susan Demirsky Allen



“A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.”

Carol Ann Tomlinson

What is Differentiated Instruction? Agree/Disagree Matrix

Read each statement and check the box (Agree or Disagree) that matches your understanding.
Base your choice on your belief about what differentiation is.

Before Learning			After Learning	
Agree	Disagree		Agree	Disagree
		1. Differentiated instruction uses a variety of effective teaching methods, strategies, and materials that work for particular students.		
		2. Differentiated instruction challenges students way above their ability level.		
		3. Differentiated instruction is best applied with the whole class rather than small groups.		
		4. Differentiated instruction involves choice, self-reflection, and self-evaluation.		
		5. Differentiated instruction is tied directly to the core curriculum.		
		6. Differentiated instruction is rooted in assessment – before, during, and after.		
		7. Differentiated instruction assesses students' interests, knowledge, and strengths. These assessments are then used to plan instruction.		
		8. Differentiated instruction honors the diverse needs of all students.		
		9. Tiered assignments are the only true form of differentiated instruction.		
		10. Anecdotal notes are viable ways to collect data on students when observing these differentiated processes and products.		
		11. Differentiating means creating an IEP for each student.		
		12. A learning profile helps the teacher to really know and understand: the child's strengths and growth opportunities, the child's dominant learning styles and multiple intelligences, and the child's learning preferences.		

Receiving Information

Topic: Cars

*Check the top 2 ways that you would like to learn about various kinds of cars.

- _____ Silently read a book about cars.
- _____ Do a research poll on public's favorite kinds of cars.
- _____ Do a research project about a particular type of car and then learn from others about the car that they chose. (Jigsaw Learning)
- _____ Invite a car designer to come and speak to me about their job.
- _____ Look at pictures of different kinds of cars.
- _____ Read a car book with a partner and then create a mind map about the reading with the partner.
- _____ Go on a field trip to a car manufacturing plant to look at how an assembly line creates the car.
- _____ Research information about cars via internet.
- _____ Watch a video or movie on the topic.
- _____ Go to a car dealership for a field trip.
- _____ Listen to teacher lecture about different types of cars.
- _____ Create a new car (paper drawing, then model)

AUDITORIAL LEARNERS

CHARACTERISTICS:

- *Easily distracted
- *Speaks in rhythmic patterns
- *Learns by listening, moves lips/says words while reading
- *Dialogues both internally and externally
- *The chatter-box
- *Tells jokes and tries to be funny
- *Can win spelling bees if taught "Say-Spell-Say Method"
- *Good story tellers
- *Could have poor handwriting or letter reversals
- *Knows the words to several songs
- *Poor perception of time and space



WAYS TO PROCESS INFORMATION:

*Say it to yourself or out loud, Listen to the tape, Discuss with a group or partner, Tape the response, Interview, Teach others, Explain, Debate, Create a question, or Express yourself.

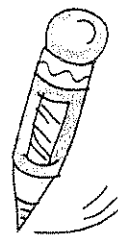
TEACHING STRATEGIES FOR THEM:

- *Allow tape recordings of books and note-taking
- *Allow them to repeat out loud what you say (whispering)
- *Help them to talk themselves through difficult concepts
- *Turn information into a song or rap
- *Music in background during activities (not for all though)
- *Use vocal variation (inflection, pace, volume) in your presentation
- *Teach the way you test; if you present information in a specific order or format, test the information in the same way
- *Use call-backs, having students repeat key concepts and directions back
- *After each chunk of teaching, have students tell their neighbor one thing they learned
- *Develop and encourage students to come up with mnemonic devices to help them remember key concepts
- *Use music pieces as cues for routine activities (EX: circus music for cleanup)
- *Decrease any noise distractions
- *Use few, precise words while giving directions
- *If you repeat, use the same words
- *Speak directly to this child
- *Have him say punctuation marks as he reads to develop awareness of their functions
- *Play lots of rhyming and blending games
- *Pair student with a visual learner

Writing Interest Inventory

Name _____

Date _____



1. Explain what you like about writing.

2. Explain what you do not like about writing.

3. What is your favorite writing piece? Why is it your favorite?

4. Rate yourself on the following statements

	None		Awesome	
* I use a lot of expression in my writing	0	1	2	3
* I use a variety of vocabulary words within my writing	0	1	2	3
* I organize my writing well (introduction, body, conclusion, main idea and topic sentences)	0	1	2	3
* I do a great job of making sure my words are spelled correctly	0	1	2	3
* I do a great job of making sure punctuation and grammar are in order	0	1	2	3

5. I write for many purposes: (rate yourself)

	Not Much		Often	
*to reflect	0	1	2	3
*to persuade	0	1	2	3
*to entertain	0	1	2	3
*to inform	0	1	2	3
*to explain	0	1	2	3

6. Name one goal that you have for your writing this year.

7. What do you want to tell me about yourself as a writer?

Getting to Know You

*PARENTS: Please have your child help you complete this.

1. What would you like for me to know about your learning?

2. What are your strengths?

3. What are some growth opportunities for you this school year?

4. What would you like to learn this year? (skills and content)

5. Do you have any questions or concerns for me?

Please circle the words that best describes your child’s learning preferences:

- ◆ I prefer to work: alone with partner in small groups in large groups
- ◆ I learn best when information is presented: visually auditorally hands-on
- ◆ Favorite way to think/reflect about what was learned: write talk read draw

Who Are You?

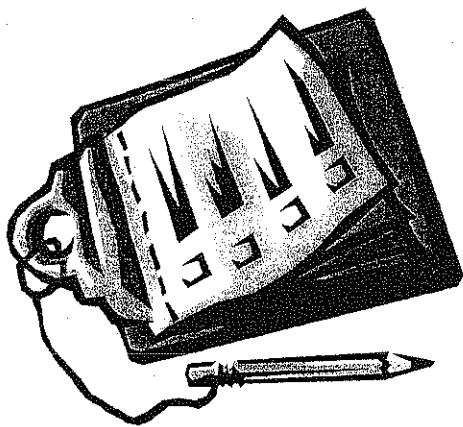
Interest Inventory

Name: _____ Date: _____

1. What are your favorite hobbies?	2. What are your favorite books AND types (genre) of books to read?
3. What are your favorite games to play? (board games, card games, etc.)	4. What are your favorite sports that you play? What sports do you like to watch?
5. If you had 2 hours to do whatever you wanted, what would you do?	6. What are your favorite subjects in school and why?
7. What are your not-so-favorite subjects in school and why?	8. What career interests you the most?
9. If you went to the library and had to check-out nonfiction books, what topics would you choose?	10. What would you like me to know about you? (strengths, growth opportunities, etc.)
11. What clubs or committees are you currently on? Last year? Future ones you plan to be on?	12. Is there something that nobody in this class knows about you? Something unique about yourself? This will be kept secret if you want me to.

GROUP WORK PROCEDURES

Your Personal Check-off Sheet



*Setting Up – Before Grouping

- ☐ Materials in appropriate place
- ☐ Role cards thought through (looks like and sounds like)
- ☐ Rubric of expectations created and shared (behavior & academic)
- ☐ Create student group list
- ☐ Way to get into group and # in group
- ☐ Goals of groups written out (Group Work Expectations)
- ☐ Checklist of activity procedures for students (Group Assignment Details)

*Don't forget to remind students – Before & During Grouping

- ☐ Noise level
- ☐ Location within room they should remain
- ☐ What to do if there is a question
- ☐ Show them Group Evaluation Sheet that they will complete after group work (Go over group etiquette rules)
- ☐ Explain to them: role cards, goal for their group, how much time they'll have, where materials are located, rubric expectations, where you will be (which group), etc.
- ☐ What to do when group has completed assignment
- ☐ What to do with completed assignments – how to set up the papers

*Closure to Group Activity – After Grouping

- ☐ Group Evaluation Form completed by Recorder of the group and input from other groups
- ☐ Reporter explains what was learned, questions they still have, or challenges they had.
- ☐ Teacher assess the groupwork by using a rubric (individual effort and group effort - 2 grad

TEAM TALK

Names of Students on Team: _____

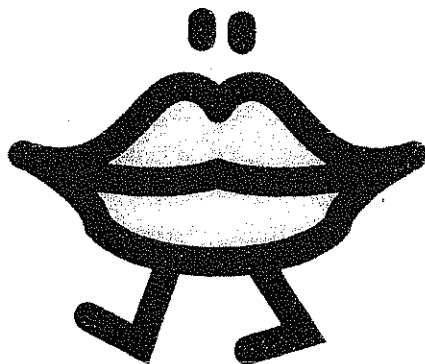
Team Name: _____

CRITERIA	0 = No Way!	1 = O.K.	2 = Yes!	3 = Awesome!
1. We stayed on task and complimented one another.	0	1	2	3
2. We respected the speaker by not interrupting and by valuing what was shared.	0	1	2	3
3. We helped one another.	0	1	2	3
4. We asked clarifying questions if we didn't understand.	0	1	2	3
5. We actively listened to each other.	0	1	2	3

6. We could do better on the following next time: _____

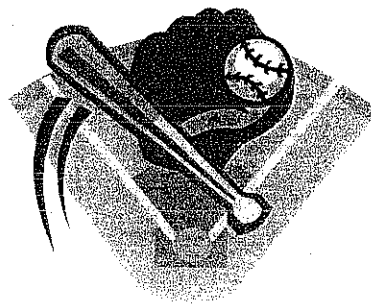
7. We really did well on: _____

8. Specific Comments: _____



Ideas for Explaining Readiness Groups To Students

<p>1. Fair is not equal. Fair is getting what you need when you need it.</p>	<p>2. Family Group and Friend Group</p>	<p>3. We all have different strengths. Celebrate students' strengths:</p> <ul style="list-style-type: none"> *Expert Bulletin Board *My Strengths Web *Multiple Intelligences Survey *Teach a Lesson
<p>4. Make it a philosophy!</p> <p style="text-align: center;">Classroom Team By: Dolores Heim, my mother</p> <p>A classroom is like a baseball team Some like to catch or pitch to fulfill their dream.</p> <p>Some hit a homerun and some run from base to base With learning, these differences are things we must face.</p> <p>We all have different strengths, needs, and learning styles With lots of different missions and varied learning trials.</p> <p>We all learn at different rates Such as when we memorize math facts or important dates.</p> <p>We use these different strengths to help each other out Because working together is what it's all about.</p> <p>Catcher, pitcher, shortstop, they all are important positions But all think differently and have different missions.</p> <p>But we're all winners because we give it our all So let's get ready, get set, and let's PLAY BALL!</p>		



LIST OF RELATED CITATIONS

Differentiation: Success For All

PRESENTED BY STAFF DEVELOPMENT FOR EDUCATORS (SDE)

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Jensen, Eric; and LeAnn Nickelsen (2008). *Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning*. Thousand Oaks, CA: Corwin Press.

Jensen, Eric. (1998). *Teaching With the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association of Supervision and Curriculum Development.

Zull, James. (2002). *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. Sterling, VA: Stylus.